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BOOK REVIEWS

Readings in Vocational Guidance. By MEYER BLOOMFIELD. Boston: Ginn & Co., 1915. 8vo, cloth. Pp. xv+723. \$2.25.

The volume is valuable because it brings together a vast amount of material which, while well known to the careful student of vocational guidance, is difficult of access. The collection includes addresses before educational conventions, magazine articles, reports, and records of investigations, social, economic, and educational. It also presents a few examples of the kinds of information regarding vocations which may be given to boys and girls, and it discusses the "viewpoint," "foundations," and methodology of vocational guidance.

The "Readings," therefore, are primarily for the one who is making a professional study of the vocational-guidance movement, not for those who are in need of vocational counseling. It will be particularly useful in normal schools and collegiate schools of education.

While one might wish that more space had been given to examples of vocational guidance now being worked out in a few of our American schools, the wisdom of the author's selection must, on the whole, be heartily commended.

FRANK M. LEAVITT

Guide Book to Childhood. By WILLIAM BYRON FORBUSH. Philadelphia: American Institute of Child Life, 1915. Pp. 550. \$2.50.

This book has two purposes: first, to pack into the smallest possible compass a compendium of information about childhood; and, second, to give parents the most practical answers to the thousand and one problems of bringing up children.

Part One consists of Outlines of Child Life, a summary of the best that is known about childhood, condensed from the best authorities. These summaries are presented partly in form of graphic charts and partly in terse statements, often numbered for ease in remembering. Each summary closes with a special list of books for further reading. This part includes a unique Calendar of Childhood and Youth, a series of original charts, which outline the usual development of the child at each year from birth to maturity, indicating his physical needs and care, his interests, his activities, his capacity for learning, his social needs, his character and behavior. There are blank lines for personal records and for special suggestions from the Institute regarding the individual child. Study of these charts will interpret to parents the things usual to anticipate in the on-coming life of their children. Supplementing these charts is a more thorough discussion of character development year by

year and of appropriate methods of nurture at each period. These latter suggestions include stories, verses, books, plays, games, and home occupations which are helpful, and other means of service by which the Institute and the parent may co-operate in bringing the child to his fullest development. The Institute requests mothers to make use of these charts, as they develop a working index for valuable personal help with each child as well as for herself.

Part Two opens with a Chart of Parenthood. It consists mainly of several hundred answers to the questions that parents most frequently ask as they meet their daily problems in the home. For those who will go more thoroughly into their work, the best books for parents are listed and described, the organizations that help the home are named and defined, and parents and teachers who wish to study together are given plans for organization and study. There are abundant cross-references between the two parts of the book, and the unusually full index brings to light all the treasures of the volume.

Education for Industrial Workers. By HERMAN SCHNEIDER. School Efficiency Series, edited by PAUL H. HANUS. Yonkers-on-Hudson, N.Y.: World Book Company, 1915.

The author states that in organizing industrial education consideration must be given to the fact that there are two kinds of occupation, energizing and enervating, and also that there are two kinds of training, that which is given prior to entry into gainful occupation and that which accompanies gainful occupation. A scale is suggested running from the most enervating to the most energizing occupations. Judging from the conditions as revealed by the New York Survey, the industrial education given in that city is good, but inadequate. Prevocational schools with broad courses should be encouraged, day continuation schools with compulsory attendance and, to a less extent, part-time co-operative schools should be established, while trade schools and elementary night schools should be abolished, the feeling of co-operation between school and shop should be fostered, and the aim of the school to train for real community efficiency should not be forgotten.

ERNST E. WELLEMAYER

Plane Geometry. By J. W. YOUNG and A. J. SCHWARTZ. New York: Henry Holt & Co., 1915. Pp. x+223.

The study of plane geometry is approached in an informal way by means of a study of geometric drawings. After the pupil has gained an understanding of the fundamental notions of geometry, the work becomes of a formal character. Characteristic features are the use of symmetry as a method of proof, the introduction of trigonometric ratios, and the use of colored auxiliary and construction lines.

FRANCES FENTON BARNARD